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ABSTRACT

This project was conducted at Edmonds Community College to develop curriculum and materials for use in teaching hands-on, computer-assisted court reporting. The final product of the project was a course with support materials designed to teach court reporting students performance skills by which each can rapidly create perfect computer-aided transcript with input from his/her own machine shorthand notes and the notes of others. The outcome for any student completing the course includes a programmed floppy disc and/or hard copy personal writing dictionary for use immediately upon entering the court reporting field. Procedures include the writing of curriculum, with lecture notes, and developing projects for students to work on cooperatively on the computer. Audio and video tapes and handouts support the work. The course has been taught twice, with students meeting goals as outlined, and some writing with 98 percent accuracy as they develop personal dictionaries for further fine-tuning of writing style. Evaluation concluded that this approach can reduce attrition by changing emphasis from competition to cooperation and from speed building to accuracy. (The bulk of the report consists of the materials developed during the project, including a course outline, sample lectures, glossary, text master samples, computer purchase analysis, and examples used in the class.) (KC)

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DEVELOPMENT OF CURRICULA AND MATERIALS TO TEACH PERFORMANCE SKILLS ESSENTIAL TO ACCURATE COMPUTER ASSISTED TRANSCRIPTION FROM MACHINE SHORTHAND NOTES

FINAL REPORT

Project No. 84-ASL(146)NB

Curriculum Development Project
Conducted Under Pulic Law 94-482

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RESEARCH COORDINATING UNIT
Washington State Commission for Vocational Education

FINAL REPORT

Project No. 84-ASL(146)NB

Title of Project

Development of Curricula and Materials to Teach Performance Skills Essential to Accurate Computer Assisted Transcription from Machine Shorthand Notes

The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

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SUMMARY

Major Objective of the Project:

To develop curricula and materials for use in teaching hands-on computer assisted court reporting, the final product being a course with support materials designed to teach court reporting students performance skills by which each can rapidly create perfect computer developed transcript with input from their own machine shorthand notes and the notes of others. The outcome for any student completing the course includes a programmed floppy disc and/or hard copy personal writing dictionary for use immediately as he/she enters the reporting field.

Summary of Activities: (based on stated sub-objectives)

1. Development of the logistics for facilitating the hands-on aspects of the project making computer equipment available to all but beginning students in a court reporting program, working cooperatively with one another rather than one at a time.

2. Development of an audiotape performance guide, an audio sample deposition project, and a video project at two skill levels.

3. Writing of curriculum for lecture/lab course in conjunction with video and audio support tapes.

4. Apprising court reporters in the field of the availability of the materials for their review and training if desired.

5. Conducting of a search for whatever curricular materials existed.

6. Evaluation of the effectiveness of developed instruction units (tutorial, audio, lab/lecture and video) through the accuracy ratio of transcript produced by students in conjunction with their personal computer dictionaries.

7. Development of a guide for instruction through the writing of the project.

8. Sharing project with members of the reporting industry.

9. Submission of final report to include one copy of each of videotape and audiotapes to the Research Coordinating Units of the Commission for Vocational Education, by December 31, 1984.

Summary of Results; Accomplishments:

1. Logistics developed for facilitating the hands-on aspects of the project making computer equipment available simultaneously to all but beginning court reporting students working cooperatively with one another.

2. Supporting video and audiotapes developed.

3. Curriculum written for lecture/lab course in conjunction with video and audio support tapes.

4. Working court reporters apprised of availability of course and materials for their review and training.

5. Search for extant curricular materials conducted, with negative results.

6. Accuracy evaluated of student transcript produced in conjunction with development of their personal computer dictionaries--found to be very high. Some students had a "mistranslate" error ratio of as low as 2% indicating that they were essentially 98% computer compatible in this project.

7. Curriculum written in such a way that any instructor knowledgeable about computer compatible theory and basic computer usage will be able to use it in his/her own program with adaptations to their specific computer systems.

8. Project shared through correspondence and by phone on an on-going basis. The major dissemination was made through presentation by me to the teachers' workshop for the National Shorthand Reporters Association in Boston, October 13 and 14, 1984. Teacher/director responses have been exceptionally favorable, demonstrating interest in trying the approach with their own students.

9. Final Report scheduled to be submitted by deadline of December 31, 1984.

Major Conclusions and Recommendations:

Primary among the achievements of the Project is proving that:

1. It is not only possible to teach effectively in a cooperative environment, it is welcomed by students who, finding they are participants in their own education, become responsible for their own outcomes. Student input continues to be creative and useful in implementation of this Project.

2. No equipment has been misused in the slightest degree despite the fact that students are often left unsupervised as they work on projects. (With only one screen available, it is necessary to schedule screen use throughout the day and evening when accommodating as many as 20 students in a class.)

PROJECT OVERVIEW

Problem Area Toward Which the Project Was Directed:

Statement of the Problem:

Hands-on instruction in computer assisted transcript (CAT) from machine shorthand notes is impossible without a specialized computer and printer by means of which students can apply theory to the functions of the computer.

The Court Reporting program at Edmonds Community College has taught machine shorthand computer-compatible theory in all its ramifications for as long as computers have been available for transcript production. Each year modifications have been made in the theory to accommodate the changes in computerization that have occurred. Students who graduate from the program are able to associate with firms which use computers, but the process of "getting on the computer," i.e., of inputting a personal dictionary, and of learning all the mechanical nuances of computerization has been tedious.

The college purchased an XScribe computer unit and printer for the court reporting program in October 1983, affording students the hands-on experience essential to facilitate employment, with opportunity to input personal computer dictionaries prior to graduation. With this equipment each student can finish schooling with a fully programmed discette in hand with which to immediately begin work in reporting. (In the event that a hiring firm uses a different system, the new associate will have hard copy of a personal dictionary that can be input easily into the other system.)

A comprehensive curriculum is essential to expedite the training process--to include an outline of performance skill objectives for the computer functions, with audio and video support materials.

The project offered an original approach to hands-on work for court reporting students. Our pre-project search turned up no similar program. Personal visits to other schools around the country have shown me that what takes place in practice is that 1) the school buys a computer system feeling rightly that students should have exposure to at least one system, and 2) that one or two students at a time (normally those who have achieved top level writing speeds) are "run through" the system with little more than the aid of the computer editing manual.

This practice is inefficient and tedious, and does little for general student morale. Instructors and school directors are at the point where they realize the need of a comprehensive program that works and involves an entire class of students in lecture/lab mode.

Only through teaching students in groups can owning expensive equipment be cost effective for the school. And only through participatory involvement can students, in turn, meet their need to

become familiar with editing and the computerized results of inputting their own notes while developing their dictionaries.

Objective and Sub-objectives of the Project:

Objective: To develop curriculum and materials for use in teaching hands-on computer assisted court reporting, the final product being a course with support materials designed to teach court reporting students performance skills by which each can rapidly create perfect computer aided transcript with input from their own machine shorthand notes and the notes of others. The outcome for any student completing the course includes a programmed floppy disc and/or hard copy personal writing dictionary for use immediately as he/she enters the court reporting field.

Sub-objectives:

With only minor alterations from the original project application, the sub-objectives which the project successfully addressed are the following:

1. To develop the logistics to facilitate the hands-on aspects of the project, making computer equipment available to all but beginning court reporting students. Participants work cooperatively with one another, rather than alone without curricular guidance.

2. To develop an audiotape performance guide, an audio sample deposition project, and a video project at two skill levels.

3. To write a "generic" curricular outline for lecture/lab course in conjunction with video and audio support tapes, keeping in mind that other instructors using different computer systems would have to alter details to fit their own units.

4. To apprise court reporters in the field within the vicinity of our college of the availability of the materials for their review and training if desired.

5. To conduct a search for curricular materials which teach hands-on computer skills.

6. To evaluate the effectiveness of developed instructional units (tutorial audio, lab/lecture and video) through the accuracy ratio of transcript produced by students in conjunction with their personal computer dictionaries.

7. To develop a guide for instruction through the writing of the project.

8. To share project with members of the reporting industry.

9. To submit final report to include one copy each of videotape and audiotapes to the research coordinating unit of the Commission for Vocational Education by December 31, 1984.

General Project Design and Procedures:

This project was designed specifically to provide schools and instructors of court reporting a lecture/lab approach to teaching hands-on computer training to classes of students within a quarter or semester teaching period.

Procedures included the writing of curriculum, with lecture notes, developing projects for students to cooperatively work out on the computer. Audio and video support tapes and handouts supported the work. The course has been taught twice--Spring Quarter 1984 and Fall Quarter 1984--with students meeting goals as outlined and some writing with 98% accuracy as they develop personal dictionaries for further fine-tuning of writing style.

Students registered for a three-credit lab/lecture class. Registration each term was about 20 students, writing at machine shorthand speeds of from 100 to 200 words per minute. Since these were our initial offerings of the course, it was necessary to include high speed students. As we continue, the plan is to offer the course primarily to students in the 120-140 speed range. Information which they garner as a result of this course they can utilize as they continue with their general court reporting education and speed building. In addition, after taking the class, students have the option of running general class work (depositions or hearings, for example) through the computer.

The instructor for our first two academic quarters is a computer consultant and reporter hired by the college on a part-time basis.

Methods employed include lecture/discussion delivery with hands-on lab periods set up at times convenient to each student. Project I is a step-by-step approach to use of the keyboard. Project II is a short deposition taken from audiotape by the student, as is Project III, the video. All projects are designed to be finalized through the cooperation of two or more students working at the screen and keyboard at one time.

Results and Accomplishments of the Project:

The primary accomplishment is that we have created a workable comprehensive curriculum applicable with system alterations to the offerings of any court reporting program. Not to be overlooked is the excitement that the students feel in working with a program where their input is welcomed and they have opportunity to solve problems together.

The interest shown by other instructors indicates that the project meets a long-felt need. Since my presentation of the overview in the

Teachers' Workshop for the National Shorthand Reporters Association in Boston, the responses have been many and favorable.

A corollary response is the rewarding interest that computer companies have shown in our work.

Evaluation of the Project:

The development of the project allowed us to solve a serious problem in the court reporting education field, and to disseminate that information to instructors who can easily utilize the work that we have done.

Conclusions, Implication, Recommendations for the Future:

Court reporting schools can do much to reduce attrition by changing emphasis from competition to cooperation, and from speed building to accuracy of notes. The curriculum we have written and implemented within our own college is designed to function through student/faculty cooperation, emphasizing and note and transcript accuracy. As a student takes responsibility for his/her own outcomes, morale is improved and attrition reduced.

The details of the curriculum provided will have to be updated with each new advance in the computer field. Even the school that uses only one system must stay in touch with the latest updates for that system. With this project as an outline, staying timely should be easier.

Project Dissemination Activities:

Having the opportunity to address the Teachers' Workshop in Boston in October gave great impetus to the project. I have received letters and phone calls from instructors around the country anxious to put into play that which I outlined for them in my presentation. I plan to send notice to each participant about the final filing of this report and the availability of the project to them.

Appendices:

1. Audiotape of how to edit a project (X-Scribe system).
2. Audiotape of deposition to be written and computer-edited by each student.
3. Videotape of deposition material to be written in machine shorthand by each student and transcribed individually or in teams using the computer.
4. Curriculum for computer assisted transcript teaching.
5. Follow-up letters concerning teaching style.

FINAL REPORT

Project No. 84-ASL(146)NB

Development of Curricula and Materials to Teach Performance Skills Essential to Accurate Computer Assisted Transcription from Machine Shorthand Notes

Marion M. Honsberger

Edmonds Community College
20000 68th Avenue West
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December 31, 1984

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Presentation Handout

DEVELOPING CURRICULUM FOR CAT INSTRUCTION: PHILOSOPHY

Marion Honsberger
Director, Court Reporting
Edmonds Community College
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(206) 771-1677

The Court Reporting curriculum at Edmonds Community College has been developed with the following considerations as primary:

1. To maximize human potential, our learning environment is non-competitive; no student is forced to compare his or her achievements with those of peers. Competition is encouraged with oneself only, insofar as that is possible in a group setting. (See Rubin, Theodore, RECONCILIATIONS, especially Chapter 5, Berkley Books, 1983, and Dyer, Wayne, THE SKY'S THE LIMIT, Pocket Books, 1981)

2. Students are trusted to be responsible for their own outcomes; strictures are not considered learning incentives. Well-structured opportunities for achievement are provided; the excitement/fun of learning is stressed; how the individual accepts the challenges and follows through is up to him or her.

3. Peer support is encouraged, with professional networking a natural outgrowth as reporter alumni mentor newcomers into the industry.

4. Learning is participatory between student and instructors, between student and persons in charge of dictation sessions, and among peers. The student is encouraged to discuss problems and successes. Lecture/discussion is the primary mode for delivery of information.

5. Mastery learning is featured, with time allowed to achieve mastery variable according to individual need. Goals include prime quality notes and transcript, development of psychological stamina and extensive academic and career knowledge, the assumption being that an indifferent reporter practitioner is potentially unemployable.

Prospective students are counseled at length prior to entry into the program to apprise them of their challenges upon entering, and to give them opportunity to analyze personal goals and skills. In addition, anyone making inquiry about the program is encouraged to interview students on campus, to attend court reporting lectures and to discuss the field with working reporters. We take pains to emphasize the inherent need in a non-competitive environment for being responsible for one's choices and goals.

How this relates to CAT instruction:

There is good evidence that the success of our CAT curriculum in which some 25 students at a time can work with one computer screen and one printer hinges on our attitudes about learning. The students are assisted step by step through the process, then allowed to work hands-on even when no instructors are

present. (A "hot line" to an instructor is provided, but rarely needed.) With the exception of an occasional scheduling glitch, we have encountered no difficulty with the concept, and absolutely no damage to the equipment or software.

As you will note in the class outline which follows, a consensus dictionary and a buddy system were instrumental in implementing the curriculum--teaching devices which can thrive in a non-competitive environment.

All lesson plans, outlines, audio and video tapes created for this project will be available for school use by December 31, 1984, through the Washington State Commission for Vocational Education.

Reference: CVE Contract #84-ASL(146)NB, entitled "Development of Curricula and Materials to Teach Performance Skills Essential to Accurate Computer-Assisted Transcript from Machine Shorthand Notes."

Contact: Mr. Edmon G. Lee, Interim Director, Research Coordinating Unit, Washington State Commission for Vocational Education, Building 17, Airdustrial Park MS LS-10, Olympia, Washington 98504. (206) 753-5662.

DEVELOPING CURRICULUM FOR CAT INSTRUCTION: METHOD

David Hostetler, Instructor
Edmonds Community College
Lynnwood, Washington

This handout outlines a course in computer-aided transcription (CAT) taught at Edmonds Community College Spring Quarter of 1984. The course had three major areas of focus: 1) Overview of basic computer concepts and terminology; 2) Training in use of a CAT system; and 3) Development of a computer acquisition plan. The class met twice weekly for lecture and demonstration, and required two additional hours per week for computer lab.

Each student produced three depositions (6 to 10 pages each) during the quarter, each assignment requiring progressively more complex editing skills. In addition, each student developed a computer acquisition plan, which included requirements criteria, cost/benefit analysis, plan of acquisition, and checklist.

Student response was very positive. For some the course was their first exposure to computers and computer terminology. For others with previous computer experience the focus on development of a purchase plan developed valuable skills for entering the court reporting profession.

A primary challenge in designing the course was to ensure that each student would have sufficient computer access to develop their CAT "hands-on" skills. This was particularly difficult to accomplish at Edmonds because the court reporting department had only one computer workstation to support the 25 students enrolled in the class. The problem was successfully addressed by:

- placing the computer in a location accessible to students throughout the day and evening
- creating a sign-up sheet to reserve the computer, with a 2-hour limit on any given day
- developing an audio tape support system to "walk" students through basic computer operation and editing procedures demonstrated in class lecture
- grouping students in teams of two or three (with the added benefit of making it possible for them to help each other and share ideas).

There is a wealth of material available to the instructor for use in conjunction with class lectures. Films or slide shows focusing on general computer concepts can be obtained through educational media service networks (your school's computer science staff may have recommendation). In addition, NSRA maintains a file of CAT-related articles which can be obtained inexpensively. Other resources include CAT vendors, computer or business instructors at your school, and court reporters using CAT.

SAMPLE COURSE OUTLINE

Weeks 1 & 2: Computer Concepts and Terminology

Topics: What computers do; hardware vs. software; types of computers; components of a microcomputer; flowchart of computer functions (input, processing, memory, output, storage); communication between computers; review of often-used terminology.

Comments: Many people are fearful of computers. The instructor should anticipate and address these fears and anxieties about computers and their impact on the court reporting profession.

Week 2: CAT Technology

Topics: Translation programs; user-controlled vs. vendor-controlled CAT systems; optical scanning; steno machines with built-in microprocessor memory; word processing functions

Weeks 3 & 4: Basic Editing Skills

Topics: Identification of hardware components (video monitor, keyboard, disk drive, etc.); starting up (computer on/off, booting, utilities, etc.); diskette care; editing menus; document creation; cursor movement; steno note display; document revision and storage; steno/English dictionary building; help.

Comments: The instructor may want to demonstrate the basic editing functions in small groups before beginning the unit, and have the computer available during lecture for illustration. One common omission is not to demonstrate mistakes and failures (wrong function key depressed, power outage, as examples) to begin to develop in students the skills necessary for troubleshooting problems.

Week 5: Formatting and printing Documents

Topics: Format menus; format instructions embedded in text; detecting and correcting format problems; print menus; printer maintenance and function (changing paper, ribbon and printwheels).

Week 6: Dictionary Management/Building

Topics: Creating new steno/English entries; dictionary review; dictionary purge; resolving translation conflicts; creating entries that are complex or require special formatting (activity statements, Q or A symbols, spelling, etc.).

Comments: Time should be allowed for discussion of computer-compatible stroking to minimize conflicts and mistranslates. At Edmonds we developed a school consensus dictionary which all students use when working with the computer.

Week 7: Advanced Editing Skills

Topics: Keyword indexing; creating cover, index, notes, and signature pages; document assembly; formatting colloquy; copying documents; disk backup procedures.

Weeks 8 & 9: Computer Acquisition

Topics: Needs assessment; requirements criteria; information gathering; cost/benefit analysis (dictation/manual vs. computer); one-time vs. ongoing costs; sales presentations; contracts; warranties; computer consultants; health-related issues

Comments; Dozens of books have been written on this topic in the past year, but it is often overlooked in computer training. The result is that reporters frequently base purchase decisions solely on general impressions from a 30-minute demonstration, recommendations from colleagues, or price. Or they are surprised to discover the hidden costs of maintaining a computer system. The instructor should introduce the reporting students to all the various options available: purchase, lease, co-purchase with others, doing without, etc.

Week 10: Financing and Tax-Related Issues

Topics: Lease vs. purchase; contract negotiations; investment tax credit and depreciation; maintenance costs.

SPRING QUARTER, 1984

SS# 479-70-0259

COURT REPORTING 260
COURT REPORTING COMPUTER-AIDED TRANSCRIPTION
COURSE OUTLINE
DAVID HOSTETLER, INSTRUCTOR

Tuesday 4/3:	Course overview; outline of projects and computer dictionary
Thursday 4/5:	General overview of computer, office automation and CAT concepts and terminology; slide presentation
Tuesday 4/10:	General computer overview (continued); overview of Xscribe system
Thursday 4/12:	Xscribe demonstration; overview of globals and general editing functions; demonstrate video support system; assign Project #1
Tuesday 4/17:	Xscribe demonstration of formatting and printing
Thursday 4/19:	Discuss Project #1
Tuesday 4/24:	Review computer problem areas; assign Project #2
Thursday 4/26:	Xscribe demonstration of complex globals and key-word indexing; discuss use of standard forms, cover sheets, and forms
Tuesday 5/1:	Acquiring a computer — needs assessment and cost/benefit analysis
Thursday 5/3:	Discuss project #2
Tuesday 5/8:	Acquiring a computer — requirements criteria
Thursday 5/10:	Assign Project #3; review steps for deposition building, including standard forms, formatting and dictionary update
Tuesday 5/15:	(catch up day)
Thursday 5/17:	Acquiring a computer — plan of acquisition, negotiations, and contracts
Tuesday 5/22:	Acquiring a computer — financing
Thursday 5/24	Installing and supplying a computer system; tax-related issues

Tuesday 5/29:	NO CLASSES
Thursday 5/31:	Present and discuss Project #3
Tuesday 6/5:	Guest speaker(s) (reporters who have selected and are using a CAT system)
Thursday 6/7:	Discuss dictionary conflicts
Tuesday 6/12:	(catch up day)
Thursday 6/14:	EXAMS

Required materials:

Computer-compatible dictionary (working copy)
Xscribe manual (due to high cost, copies will be available on reserve and in computer area)
Formatted diskettes (1) -- IMPORTANT!! Specially formatted diskettes must be used. These will be on sale in the court reporting section of the bookstore.

Description of projects:

Project #1: Text already transferred onto diskette, to be used in conjunction with audio tutorial tape. Will utilize skills in editing, creating dictionary globals, file transfer and printing.

Project #2: Student will create text from audio tape, send notes to Xscribe office, and prepare deposition text. Will utilize skills from Project #1, plus creation of long globals and key-word indexing.

Project #3: Student will create complete deposition from video tape, including cover sheet, index page, signature page and affidavit.

In addition, students will create their own assessment package, cost/benefit analyis, requirements criteria, plan of acquisition, and checklist, based on lecture and discussion.

Lectures #2 and #3
Topic: Overview of Computer

A. What do computers do?

1. They perform tasks and store information

2. Tasks range from adding a column of numbers to controlling a spacecraft.

3. For court reporters computer technology is applied in two ways:

a. translates steno into english text

b. manipulate text and format it (word processing)

B. Computer language is how we communicate

1. Major computer languages:

a. BASIC: Beginners All-purpose Symbolic Instruction Code

b. FORTRAN: Formula Translator

c. COBOL: Common Business-Oriented Language

2. Machine language is more fundamental language (1's and 0's)

a. Language interpreters change from programming language into machine language, which the computer can then work with and process

C. Major types of computers:

1. Mainframe:

a. largest computer built

b. used by large corporations

c. can perform many tasks simultaneously and support a large number of users

d. often networked to automatically speak with other computers across the country or around the world

2. Minicomputer:

a. medium-sized computer

b. handles more than one task simultaneously and supports several users

c. often networked in a cluster (20 - 40 workstations in a given office

3. Microcomputer:

a. smallest

b. also called a personal computer

c. usually performs one task at a time

d. microcomputers sometimes have the capability to be used as a workstation in a minicomputer or mainframe network, in addition to being a stand-alone system.

D. Components of a computer system:

1. Hardware: the physical nuts and bolts of a computer and its attachments, such as the keyboard, screen, printer, etc.

2. Software: computer programs; the changeables

E. Microcomputer components:

1. Hardware:

a. monitor/cathode ray tube/video display - used for inputting information and for viewing output

b. keyboard - device for communicating with computer

(1) joystick, lite pen, or mouse (ball moves pointer are other communication devices

c. microprocessor - located inside the computer; processes all information

d. disk drive - reads and writes information for storage

e. floppy disk - storage medium

f. printer - output from computer (CRT is another output device

g. modem - device that enables one computer to communicate with another over phone lines

2. Software:

   a. programs - sets of instructions that tell the computer to perform certain functions

   b. commands - instructions given by operator to have the computer do something; special function commands allow complex tasks (routines) to be done with a few keystrokes

   c. menus - programmed list of choices from which operator selects. Some program menus have a default menu option, so if you don't choose any of the options, you will get one preprogrammed, by default.

F. Steps in a computer's process:

1. INPUT - accepts information

   a. Common input hardware - [illegible], keyboard, joystick, lite pen, mouse, voice, OCR (optical character recognition), steno machine, tape, diskette

      (1) notice that some input devices are also output and/or storage devices

2. MEMORY - storage of information (while working on the computer)

   a. RAM (random access memory)

      (1) memory where programs read from disks are stored

      (2) memory where text entered is stored

      (3) RAM is a temporary memory, it goes away when the computer is turned off.

      (4) Random implies that the computer can access any part of it, in other words, the computer does not have to read sequentially through it.

   b. ROM (read only memory)

      (1) permanent memory of information the computer needs to run

      (2) cannot be changed

      (3) some computers have programs in ROM, but uncommon

3. PROCESSING - performs tasks; computes

   a. Takes place in central processing unit (CPU)

   b. RAM, ROM and CPU are all computer chips

      (1) computer chips have little pins and a plastic or ceramic cover

      (2) actual chip is a tiny silicon piece, 1/8 in. long

      (3) on silocon are etchings; tiny circuits through which electricity flows (10,000 to 20,000 on one 1/8 in. chip

      (4) how are chips designed? engineer draws the circuit pattern; it is photographed; the photo is reduced and baked on the silicon chip; the lines make a slight indentation; the silicon is then magnetized making it capable of conducting electricity; then tested.

         (a) called an integrated circuit

         (b) first marketed in the mid-1970's

      (5) a whole computer can be on one chip

      (6) collection of chips are arranged on a circuit board

   c. BITs

      (1) the term identified with this flow of electricit through these magnetized channels is BIT (binary digit)

      (2) a bit is represented by the direction of flow of electricity, or by the voltage at a particular location

      (3) on disks and tapes (magnetic media) a bit is represented by a flow of electricity (1) or no flow of electricity (0).

      (4) on a punched card a bit is represented by the presence of a hole (1) or absence of a hole (0)

d. BYTES

(1) A byte is a collection of eight bits

(2) One byte represents a single character or number or symbol

(3) Code for representing characters, numbers and symbols for computer storage: EBCDIC (Extended Binary Coded Decimal Interchange Code).

(4) Binary counting = 0, 1, 10, 11, 100, 101, 110, 111, 1000, 1001, etc.

(5) This binary systems works well for electronic machinery where you have only two states of of electric flow (on or off).

(6) EBCDIC examples:

a	10000001	A	11000001
b	10000010	B	11000010
c	10000011	C	11000011
d	10000100	D	11000100
$	10011011	*	01011100

e. Importance of knowing about BYTES:

(1) RAM may be 16,000 bytes (characters) of storage (16K). This means only 16kilobytes of information can be read by the computer at one time.

f. Processing speed:

(1) Measured in nanoseconds (billionth of a second)

(2) Requires about 4 nanoseconds to solve a multiplication problem.

(3) Computers are either 8-bit processors or 16-bit processors:

(a) 8-bit means one character of information is processed at a time.

(b) 16-bit means two characters of information are processed at a time

(c) 16-bit is four times as fast as an 8-bit.

(d) Note: Sluggishness is usually from swappin of information, not processing time.

g. Central Processing Unit (CPU)

(1) Heart of the computer

(2) Contains:

(a) Control unit - coordinates timing of activities

(b) Arithmetic and logic units - execute instructions such as add or compare

(c) Main memory unit - holds program instructions and data during processing.

H. Operating System

(1) Function is to manage the flow of information and to enables programs to use the computer and its resources (memory, CRT, printer, and disk drives, etc.)

(a) Sends information to storage

(b) Creates buffer memory

(c) Controls processing output

(d) Reads and writes to memory storage

(2) Operating system must always be in the computer first; usually permanently installed, but can load into RAM of some computers.

(3) Software must be written for a particular operating system

(4) Common operating systems:

(a) CP/M - Control Program/Microcomputers (Xerox, DEC, Osborne, etc.)

(b) MS-DOS - MicroSoft Disk Operating System (IBM). Considered easier to use than CP/M

(c) DOS - Disk Operating System

(d) P/OS - Professional Operating System (DEC)

(e) Unix - from Bell Laboratories, and conside top of the line; not yet available on the smallest computers, but will be within yea

(5) Interface board:

(a) Allow one computer to use other operating systems

(b) Also used to tie-in new hardware, such as a color monitor or modem.

(6) Operating System also performs utility functions

(a) initializes a blank disk (formatting).

(b) lists a directory of files on diskette.

(c) copies one file to another.

(d) deletes a file.

(e) Note: On Xscribe, these utilities are on the information page.

4. OUTPUT

a. Most common is printer

(1) Serial printer - prints one character at a time (like a typewriter) (15 to 60 characters per second)

(a) Some are bidirectional.

(2) Line printer - prints a line at a time (300 to 2,000 characters per second)

b. Impact vs. nonimpact

(1) Impact require a key to strike paper through a ribbon

(2) Nonimpact use sprayed ink, laser, or specially-coated or sensitized paper.

c. NEC Spinwriter is a impact serial printer with a speed of 40 cps.

d. Other output devices: CRT, disk, etc.

5. STORAGE

a. Magnetic disks (diskettes/floppies):

(1) Store information in form of magnetic impulses

(2) Disk has tracks (concentric circles, as opposed to continuous groove as on phono record) which are magnetized.

(3) Hard disks are a stack of 5 to 20 recording surfaces mounted on a central spindle.

(4) Winchester disk is a hermetically sealed hard disk, used to give more storage (5 or 10M) and to protect from dust and scratches.

(5) Disks can be directly accessed, can go to any point and read or write.

(6) Magnetic tape is similar to stereo tape, only instead of recording continuous signal, data is stored in form of 1 and 0 and read in sequence.

(a) If information is added, changed or deleted, then entire tape must be rewritten.

b. Cards or tape:

(1) holes punched and read. If signal (1); if no hole (0).

G. Communication between computers:

1. Modems

a. Modulator/Demodulator

b. Allows sending information over telephone or data lines.

c. Speed (baud rate) is the measure of data transfer. Modems range from 300 to 1200 bits per second (or baud).

d. In order to communicate effectively, must have terminal emulation or communications software that allows your computer to communicate with the other computer.

Handout: Glossary of Computer Terms

A GLOSSARY OF COMPUTER TERMS

Court Reporting 260

BACK-UP	A copy of a program or data file made as insurance, in case the original gets lost or damaged.
BAUD	A term used to describe the speed data is transmitted. A common speed, for example, when sending data over a phone line (via a modem) is 1200 baud, which equal 1,200 bits per second (approx. 150 characters per second).
BIT	The basic unit of information (data) used by a computer. A bit is represented by a 1 or a 0, corresponding to a computer switch being on or off. A string of 8 bits makes 1 byte (1 character).
BOOT	To start up a computer system.
BUFFER	The part of a computer where information is stored temporarily.
BUG	An error in a program that keeps it from working properly.
BYTE	A string of 8 bits. A byte is equivalent to a single character (letter, number, other symbol). 1,204 bytes equals 1 kilobyte (or 1K).
CAT	Computer-aided transcription. The process of using computer technology to assist in translating steno strokes into text.
CHIP	A piece of silicon about the size of a fingernail on which are etched thousands of tiny electronic circuits.
COMPATIBILITY	Two pieces of computer hardware are compatible if they can work with each other. Two computers are compatible when they run the same programs and their disks or tapes are interchangeable. (For example, you'll want to be certain a printer is compatible with your computer before purchasing it.)
CP/M	An operating system used in many small computers. It is not known for its user-friendliness. Better systems are around, but it was the first and, therefore, became the de facto standard.
CPS	Characters per second, as in the speed of a printer.

CPU	Central processing unit, which is the actual core of the computer; the logic and circuits where data is processed.
CRT	Cathode ray tube, which is a picture tube used in televisions and computer terminals. Also called a video display terminal (VDT).
CURSOR	Square or rectangular mark on a video terminal that shows where the next character typed will go (so you won't lose your place).
DAISY WHEEL	A small round device used on some printers and typewriters. The letters are at the tips of the petals of the daisy. The wheel spins rapidly until the desired character is in position. Then a hammer strikes the type, forcing it against the ribbon and paper, imprinting the character.
DEBUGGING	The process of finding and correcting errors (bugs) in a computer program so it will work as intended.
DEFAULT	Some programs allow you a choice of several options (menu). If you do not pick one, one is automatically assigned, by default.
DIAGNOSTICS	Tests used to detect malfunctions in a computer, printer or other hardware.
DISK	Medium on which information is stored magnetically. Disks are analogous to video or audio tapes, but record text instead of sound or pictures. A hard disk refers to a stack of disks (similar to phonograph records) and are used with large computer systems. Floppy disks refer to flexible disks, usually 5-1/4" or 8" in diameter, which are a more inexpensive and convenient storage, and are therefore used on small computer systems. Also called a diskette. A Winchester disk is a hermetically-sealed hard disk that allows for greater memory capacity. Several court reporting computer systems offer this type of disk as an option.
DISK DRIVE	Device that keeps the disk spinning and moves the read/write head (like a phono needle) into the proper position for reading from or writing to the disk.

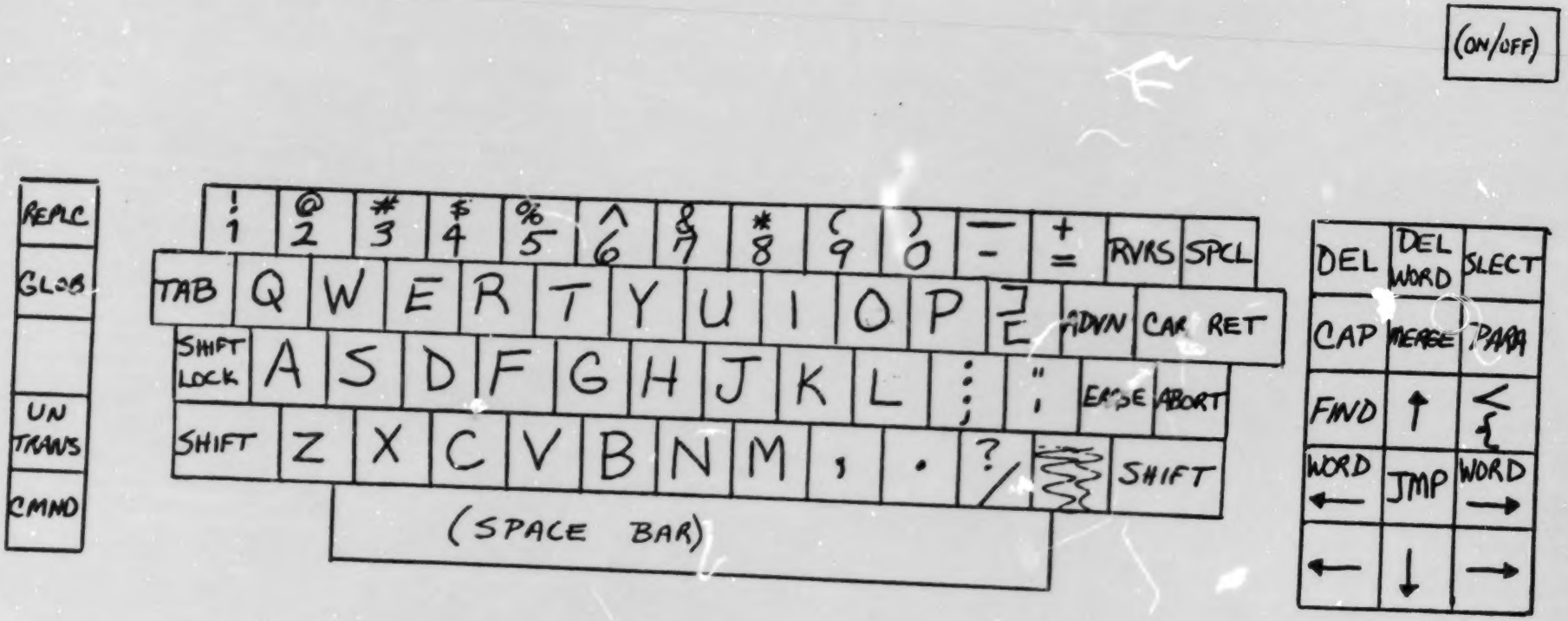
DOT-MATRIX PRINTER	A printer that works by driving needles against the ribbon and paper. The resulting characters are formed of dots, and are not as handsome as the characters produced by a typewriter or letter-quality printer. Dot-matrix printers are usually faster and less expensive.
DOUBLE-DENSITY DISK	A disk that squeezes twice as much information into the same space as a single-density system. Single-density disks will normally work on a double-density system, but not vice versa. Also called dual density.
DOUBLE-SIDED DISK	A disk on which information can be stored and extracted from both sides.
8-BIT PROCESSOR	A computer that can process 8 bits (1 byte or 1 character) at a time. This is the size of the smallest computers.
EMULATION PROGRAM	A program which imitates another computer, allowing the programs written for one to be run on the other.
ERGONOMICS	The study of human posture and proportion in order to design furniture and equipment that can be used comfortably and without strain.
FILE	A collection of data (information) stored in a given place in a computer's memory or on a diskette, analogous to a file stored in a file cabinet.
FLOPPY DISK	Also called a diskette or floppy. See DISK.
FORM FEED	A mechanism attached to a printer for pulling paper throught it, using perforations in the edges of the paper. Also called a tractor feed.
FUNCTION KEYS	Extra keys on a keyboard used to instruct a computer to do something that would otherwise require several keystrokes. Examples: delete word key, abort key, jump key, etc.
HARD COPY	The actual paper that comes out of the printer. Also called a printout.
HARDWARE	The physical equipment that makes up a computer system (the actual nuts and bolts of the computer, disk drive, printer, etc.). Contrasted with the software, which are the programs/instructions that drive the equipment.

HARDWARE MAINTENANCE	The process of keeping the physical components of a computer system working properly.
INTERFACE	A device which transforms signals passing between two pieces of equipment that do not understand each other's language; analogous to an interpretor. Interface can also be used as a verb ("will your IBM interface with my Apple?"), meaning the ability to exchange or share information.
K	Short for "kilo", meaning 1,000 (although technical it represents 2 to the 10th power, or 1,024). A computer with 64K memory is able to hold 65,534 bytes (characters) of information in its memory at one time. Therefore, if you have a computer with 16K memory, you wouldn't want to purchase a program that requires 32K of memory to operate.
LETTER-QUALITY PRINTER	A printer with output that looks as if it had been types on a typewriter. Contrasts with the dot-matrix, thermal, and laser printers which are faster but have a less professional appearance.
MEGABYTE	One million bytes (characters) of information.
MEMORY	The place in a computer where information is stored either temporarily or permanently.
MENU	A list of alternatives presented by a computer program for the user to choose among.
MICROCOMPUTER	A small computer. A microcomputer (or micro) is smaller than a mainframe (biggest) and a minicomput (medium), but the differences are increasingly less clear. Some sources suggest that if the computer cost less than $5,000, it is a microcomputer.
MICROPROCESSOR	A single tiny chip containing all the processing circuitry of a computer. Microprocessors appear in things ranging from watches to carburators to microwave ovens.
MODEM	A device that allows communication with another computer over a telephone line. The modem converts computer language into beeps and chirps that can be sent over the phone line. A modem at the other end then translates the sounds back into pulses the receiving computer understands.
MULTI-USER SYSTEM	A configuration of two or more computer work stations (terminals) allowing two or more people access to the computer at the same time.

NIOSH	National Institute for Occupational Safety and Health. The organization which has conducted research into the health effects of working on computer terminals (CRTs) for extended periods of time.
OPERATING SYSTEM	The internal program that manages or controls the entire computer system. Examples: CP/M, DOS, Unix.
PERIPHERAL	Every piece of hardware other than the computer itself. Printers, disk drives, and termainls are peripherals (although on some systems the terminal and the main computer processing unit are constructe as one unit).
PORT	The socket into which a printer or other peripheral device is connected to the computer. For example, the printer cable is plugged into the printer port in the back of the computer.
PROPORTIONAL SPACING	Instead of giving each character one unit of space, as on a typewriter, each is given the amount of space required by its' width. An "l", for example, might get 3/8 of a unit, while an "m" might get 9/8 of a unit.
PROMPT	A symbol or message that appears on the screen to indicate that the computer is ready to accept a command. (Xscribe uses a ">" symbol as its prompt.
RAM	Random access memory. The temporary memory of a computer which is erased when the computer is turne off. The text read from a diskette, for example, is loaded into RAM. Random access implies that the computer can go directly to any part of it, instead of reading sequentially from the beginning.
ROM	Read only memory. The non-erasable memory built into the computer to perform various internal operations, diagnostics, etc.
RS232	Computer industry standard for interconnection of various pieces of hardware. An RS232 port (socket) is more likely to be able to be hooked up successfully to another piece of equipment.
16-BIT PROCESSOR	A computer that can process 16 bits, or 2 bytes (characters), at one time. Four times faster than an 8-bit machine.

SOFTWARE	Computer programs/instructions.
SOFTWARE MAINTENANCE	Improvements and changes to computer programs. Sometimes referred to as "updates".
SPREAD SHEET	A type of computer program used for manipulating numbers. A spread sheet looks like a grid system, into which the user can type in numbers and equations (add a column of numbers, calculate an average, etc.). The worksheet can then be calculate and changed in order to play "what if" games.
STAND-ALONE SYSTEM	A computer that can operate by itself rather than needing to be tied into another computer elsewhere.
TERMINAL	The device used to communicate with the computer, consisting of a keyboard and video screen (CRT).
THIMBLE	Typing element where the spokes are arranged cylindrically (like a thimble) instead of radially (like a daisy). (Our NEC Spinwriter printer uses a thimble element.)
TURNKEY SYSTEM	A computer computer system, tested and ready to be turned on and used.
UPWARD COMPATIBILITY	A popular term used by computer salespeople, meanin; a new piece of equipment that can do everything the previous model could plus a little more.
USER GROUP	An informal association of users of a particular computer who band together to share useful tips or swap programs.
WORD PROCESSOR	Program which allows for the creation, modification and formatting of text.
WORD WRAP	A word processing feature where words too long to fit on one line are pushed to the line below. The typist is saved depressing the carriage return key at the end of each line.

* * * * *



XSCRIBE KEYBOARD LAYOUT

-24-

TEXT MASTER SAMPLES

Court Reporting 260

file 1

IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON

IN AND FOR THE COUNTY OF XXXXXXX

XXXXXXXXXXXXX,	)	
	)	
Plaintiff,	)	
	)	
vs.	)	No. XXXXXXXXXX
	)	
XXXXXXXXXXXXX,	)	
	)	
Defendant.	)	

DEPOSITION UPON ORAL EXAMINATION OF

XXXXX XXXXXXXXXX

Month XX, 1984

XX:XX a.m./p.m.

Street Address

(Name of City), Washington

Your Name, Court Reporter

file 2

I N D E X

Examination By	Pages
MR. XXXXXXXXXX	X - XX
MS. XXXXXXXXXX	XX - XX

Exhibit No.	Description	Page Marked
1	XXXXXXXXXXXXXXXXXXX	X
2	XXXXXXXXXXXXXXXXXXX	XX
3	XXXXXXXXXXXXXXXXXXX	XX
4	XXXXXXXXXXXXXXXXXXX	XX
5	XXXXXXXXXXXXXXXXXXX	XX
6	XXXXXXXXXXXXXXXXXXX	XX

file 3

APPEARANCES:

For Plaintiff: XXXXX XXXXXX
Attorney at Law
Address
City, WA XXXXX

For Defendant: XXXXX XXXXXX
Attorney at Law
Address
City, WA XXXXX

Also Present: XXXXX XXXXXX

WHEREUPON, the following proceedings were had and testimony given, to wit:

* * * * *

file 4

LAWYER'S NOTES
OR
WITNESS'S CHANGES AND/OR CORRECTIONS UNDER THE RULE

PAGE	LINE	CHANGE/CORRECTION

(Signature here and on deposition)

file 5

A F F I D A V I T

STATE OF WASHINGTON)
) ss.
COUNTY OF XXXXXXXX)

I have read my within deposition, and the same is true and accurate, save and except for changes and/or corrections, if any, as indicated by me on the NOTES flyleaf page hereof.

_____
Witness

SUBSCRIBED AND SWORN TO, before me this XXth day of (month), 1984.

_____
Notary Public in and for the State of Washington, residing in (Name of City).

file 6

CERTIFICATE

STATE OF WASHINGTON)
) ss.
COUNTY OF XXXXXXXX)

I, (YOUR NAME HERE), a Notary Public in and for the State of Washington, do hereby certify:

That the annexed and foregoing deposition of each witness named herein was taken stenographically before me and reduced to typewriting under my direction;

I further certify that the deposition was submitted to each said witness for examination, reading and signature after the same was transcribed, unless indicated in the record that the parties and each witness waive the signing;

I further certify that all objections made at the time of said examination to my qualifications or the manner of taking the deposition or to the conduct of any party, have been noted by me upon said deposition;

I further certify that I am not a relative or employee or counsel of any of the parties to said action, or a relative or employee of any such attorney or counsel, and that I am not financially interested in the said action or the outcome thereof;

I further certify that each witness before examination was by me duly sworn to testify the truth, the

whole truth and nothing but the truth;

I further certify that the deposition, as transcribed, is a full, true and correct transcript of the testimony, including questions and answers, and all objections, motions, and exceptions of counsel made and taken at the time of the foregoing examination;

I further certify that I am sealing the deposition in an envelope with the title of the above cause thereon, and marked "Deposition" with the name of each witness, and promptly delivering the same to the Clerk of the above-entitled Court.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal this XXth day of (month), 1984.

Notary Public in and for the State of Washington, residing in (City).

file 7

IN THE SUPERIOR COURT OF THE STATE OF WASHINGTON
IN AND FOR THE COUNTY OF XXXXXXX

XXXXX	)	
	)	
Plaintiff(s),	)	No. XXXXX
vs.	)	
	)	NOTICE OF READINESS
XXXXX	)	OF DEPOSITION FOR
	)	READING AND SIGNING
Defendant(s),	)	

To:_____
_____
_____

NOTICE IS HEREBY GIVEN that the transcript of your deposition given in the above entitled cause is ready for your reading and signing at the offices of (Name and address of office here). You must, within XXXXX days from the date of this notice, read and sign the deposition or state in writing your reason for refusal to sign, or state in writing the fact that you waive your right to sign; failing to do so, signature shall be deemed for all purposed waived, and your deposition will be filed with the Clerk of the Court. DATED at XXXXXXXX, Washington, this XXX day of XXXXXXXXXX, 1984.

cc:

By _____

STATE OF WASHINGTON)
) ss. AFFIDAVIT OF MAILING
COUNTY OF XXXXXX)

The undersigned, being first duly sworn, on oath states: That on this day affiant deposited in the mails of the United States of America a properly stamped and addressed envelope directed to the witness above named containing a copy of the document to which this affidavit i attached.

_____

Subscribed and sworn before me this XXX day of XXXXXX, 1984

_____

Notary Public in and for the th State of Washington, residing a XXXXXXXX.

BEST COPY AVAILABLE

file 8

XXXXXXXXXXX XX, 1984

Name
Address
City, State Zip

Re: (Cause No.)

Dear XXXXX:

Enclosed is the original of your deposition which was taken in the above case. Please read your deposition, sign it on page XXX, and indicated any correction you may have on the enclosed correction sheet.

Please return the deposition to my office at (address), (city), Washington, at your earliest convenience so that we may file the deposition with the Clerk of the Court. We enclose a stamped, self-addressed envelope for your convenience in returning the deposition to us.

Very truly yours,

(NAME OF FIRM)

(Your Name)
Court Reporter

cc:

file 9

XXXXXXXXXXX XX, 1984

Name
Address
City, State Zip

Re: (Cause No.)

Dear XXXXX:

Enclosed is the original deposition of XXXXXXXXXXXXXXXXX, taken in the above matter. We would appreciate your assistance in having the witness read and sign the deposition, indicating any corrections on the enclosed correction sheet.

Please return the deposition to my office at (address), (city), Washington, at your earliest convenience so that we may file the deposition with the Clerk of the Court.

Very truly yours,

(NAME OF FIRM)

(Your Name)
Court Reporter

cc:

file 10

XXXXXXXXXXX XX, 1984

Name
Address
City, State Zip

Dear XXXXX:

This letter is to notify you that the following original deposition is today being filed with the Clerk of the Court:

Very truly yours,

(NAME OF FIRM)

(Your Name)
Court Reporter

cc:

file 11

TRANSCRIPT REPORT

Month XX, 1984

From: (Firm Name Here)
(Address)
(City, WA Zip)

To: BOARD OF INDUSTRIAL INSURANCE APPEALS
Capitol Center Bldg., 2nd Floor
410 West Fifth
Olympia, WA 98504

There have been delivered to you today the following transcripts, in five copies each, of conferences taken in (City), Washington on (Month XX, 1984).

CLAIMANT	CLAIM NO.	DOCKET NO.	PAGINATION	TOTAL PAGES

_____
Reporter

_____
Examiner

MASTER TEXT FILES

STEP-BY-STEP COMMAND OUTLINE

---

1. Map out ~~which~~ documents you'll be copying from the master text diskette. For example, and where they will go.

file 1	cover page	(from file 1, master diskette
file 2	index page	(from file 2)
file 3	appearances paragraphs	(from file 3)
files 4 & 5	deposition text	
file 6	notes page	(from file 4)
file 7	signature affidavit	(from file 5)
file 8	certificate	(from file 6)

file location on deposition diskette after copy.

2. Insert deposition diskette in computer.

3. At information page, type COPY [CMND]

4. Move deposition text files to make room for cover, index and appearances pages. (For example above, deposition text would be moved from files 1 and 2 into files 4 and 5.)

   Answer questions which come up on screen and then execute copy when prompted on screen.

   Note: It's a good idea to access files 4 and 5 (4 [CMND] or 5 [CMND] to confirm that copy was successful. Once confirmed, proceed.

5. Take out deposition diskette and insert master text diskette.

6. At information page, type COPY [CMND].

   Note: Be sure you ~~have~~ refer to "Text Master Samples", which indicates which documents are in which files.

7. Move master files by answer prompts. When prompted, insert deposition diskette.

   Note: This process may require more than one move because files must be moved sequentially (files 1, 2 and 3 could be moved at one time, but files 1, 2 and 6 would require two copy routines.)

   For example, in example above the first copy would be to move files 1 (cover page), 2 (index page) and 3 (appearances paragraphs) from the master text diskette into files 1, 2 and 3 of the deposition diskette. A second copy would move files 4 (notes page), 5 (affidavit) and 6 (certificate) from the master diskette into files 6, 7 and 8 of the deposition diskette.

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8. Make sure that deposition diskette is in the computer. Access one or more files to be certain copy was successful.

9. During editing process change master files by typing in names, dates, etc. as appropriate. REPLACE and TEXT GLOBAL routines may be used in these files, but other types of globals will not work (because there is no steno for these files).

10. For lines to be centered, after new information has been typed in, type C [CMND] to re-center the line.

* * * * *

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LONG GLOBALS SCANNING
STEP-BY-STEP COMMAND OUTLINE

The purpose of scanning in long globals is to automatically translate and format steno [illegible] ("swear swear," "mark mark 1," "read read," etc.)

1. Insert long global diskette in the computer.

2. At the information page type SCAN [CMND].

3. Follow prompts. When requested, insert deposition diskette and depress [CAR RET].

4. Files indicated will be scanned and translated.

5. Important !! Do not use the SCAN command to scan files which have been edited. Scanning should always be done first to avoid changes to already corrected text.

NOTE: The SCAN command can also be used to scan globals created on one diskette -- but not yet entered into the school dictionary at the Xscribe Service Center -- to other diskettes to be edited. To do this, follow steps outlined above, inserting the diskette containing the global entries first, and then when prompted, the deposition diskette.

* * * * *

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DEPOSITION WORKSHEET

State of Washington County of: King

Venue: Superior Court, WA Cause No.: 12345678

Reporter: xxxxxxxxxx Referred by: David Hostetler

Deponent/Witness: Douglas Jones

Deposition Date: 5/15/84 Pursuant to: notice

Location: 344 Medical Building, Seattle, WA

Estimated Time: 1 hr. Actual Time: 10:00 AM/PM to _____ AM/PM

Caption Page:

NEAL SHELMERDINE, Plaintiff vs. BRUCE WRIGHT, M.D., and SISTERS OF PROVIDENCE, a Washington Corporation, Defendants.

APPEARANCES

Plaintiff	Defendant
LEONARD W. SCHROETER Attorney at Law 5675 Central Building Seattle, WA 98104	JAMES POWELL Attorney at Law 9521 High Building Seattle, WA 98101
Other Appearances	**Also Present**
	John Kurtz

Date Ordered: 5/15 Deposition Filed: _____

Delivery Requested: 6/10 Notice of Filing Sent: _____

Expedited: no Exhibits Reproduced: _____

Trial Date: 7/1/84 Exhibits Attached: _____

Notice of Readiness Sent: _____ Exhibits Returned: _____

Deposition Signed: _____ Deposition Copies Delivered: _____

Signature not waived

BEST COPY AVAILABLE

Seating Chart:

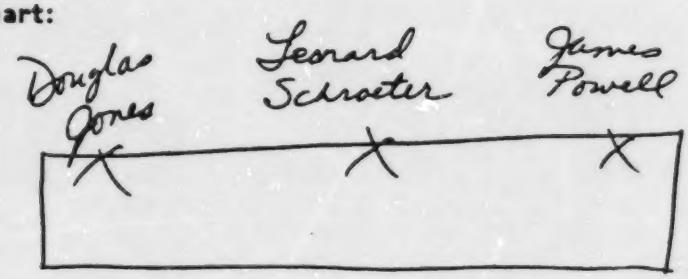

Exhibit No.	Description	Location
1	Calibration notebook	deponent
2	Calibration certificate	deponent
3	Decay chart	deponent
4	Calibration report 1/23/79	deponent

Notes, Spelling Instructions, Terminology, Special Information

11678 25th Street Southwest
Durham University
radiological physics
Alaska Cobalt Center
UW
Dr. Bruce Wright
Peter Wharton
Cobalt 60
AECL
Atomic Energy of Canada, Ltd.
Eldorado machine
Theratron 80
decay chart
"Decay of Cobalt 60 Half-life at 5.2610 Years"
Tumor Institute of Swedish Hospital
physics tuition

Mr. Schroeter also requests a key-word indexing document with the following keywords:

Atomic Energy of Canada, Ltd. (AECL)
Theratron 80
Alaska Cobalt Center (sometimes referred to as "Cobalt Center")
Cobalt 60
Peter Wharton

COMPUTER PURCHASE ANALYSIS

		Manual	Computer
A.	One-time expenditures:		
	Typewriter	$_____	$_____
	Dictation equipment	_____	_____
	Steno machine (primary)	_____	_____
	Steno machine (backup)	_____	_____
	Special office furniture	_____	_____
	Word processor (incl. peripherals)	_____	xxxxxx
	Computer (incl. peripherals & CAT software)(purchase only)	xxxxxx	_____
	_____	_____	_____
	_____	_____	_____
	Total one-time expenditures	$_____	$_____
B.	One-time personnel expenditures:		
	Computer training (___ hrs. @ $___/hr.)	xxxxxx	_____
	Dictionary building (___ hrs. @ $___/hr.)	xxxxxx	_____
	_____	_____	_____
	_____	_____	_____
	Total one-time personnel costs	$_____	$_____
C.	Monthly expenditures:		
	Dictation and typewriter supplies (ribbons, paper, cassettes, etc.)	_____	_____
	Steno supplies (paper, ink, cassettes, etc.)	_____	_____
	Printer supplies (paper and ribbon) (computer or word processing)	_____	_____
	Repair/maintenance costs (est. @ 10% of hardware purchase price ÷ 12 mo.)	_____	_____
	Insurance	_____	_____
	CAT translation charges (___ pages/mo. x $___/page)	xxxxxx	_____
	_____	_____	_____
	_____	_____	_____
	Total monthly expenditures	$_____	$_____

Note: Add any finance charges/interest as an expenditure.

	Manual	Computer
D. Total monthly personnel expenditures:		
Typist (___ pages/mo. x $___/page)	$_____	$ xxxxxx
Typist fringe	_____	_____
Scopist (___ pages/mo. x $___/page)	xxxxxx	_____
Scopist fringe	_____	_____
Dictation (_____ pages/mo. ÷ ____ pages dictated per hour x $____/hr.)	_____	xxxxxx
Editing/review (____ pages/mo. ÷ ____ pages edited/reviewed per hour x $____ per hour)	_____	_____
_____	_____	_____
_____	_____	_____
Total monthly personnel costs	$_____	$_____
E. Estimated revenue:		
_____ pages/mo. (standard) x $____/page	$_____	$_____
_____ pages/mo. (expedite) x $____/page	_____	_____
Sitting fee/mo. (____ hrs. x $___/hr.)	_____	_____
_____ pages/mo. (copies) x $____/page	_____	_____
_____	_____	_____
_____	_____	_____
TOTAL REVENUE (per month)	$_____	$_____

SUMMARY:

Total one-time costs (A + B)	$_____	$_____
Total monthly costs (C + D)	$_____	$_____
Total revenue (E)	$_____	$_____

AFTER TAX COST ANALYSIS

SYSTEM COST, LIST $10,000

MONTHS	1-18	19-60	TOTAL
A. DIRECT COSTS			
Principal & Interest	4411.80	10294.20	14706
Other: St. @ 7.9%	790.00	--	790
Service	972.00	2268	3240
TOTAL COST	6173.80	12562.20	187361.
B. TAX SAVINGS			
1. ACRS	3700	6300	10000
2. Interest Expense	2326	2380	4706
3. Other: St. @7.9%	790	-0-	790
4. Service	972	2268	3240
Tax Deductible Expenses	7788	10948	18736
5. Tax Rate 25%	1947	2737	4684
6. Add: ITC 10%	1000	-0-	1000
TOTAL TAX SAVING	2947	2737	5684
C. AFTER TAX COST			
TOTAL COST	6173.80	12562.20	18736
LESS: TAX SAVING	2947	2737	5684
AFTER TAX COST	3226.80	9825.20	13052
	18	42	60
TOTAL MONTHLY COST	179.20	233.92	217.53

1. ACRS - Accelerated cost recovery system currently allows the recapture of asset costs @ 15% year 1, 22% year 2, 21% year 3, 21% year 4, and 21% year 5.

2. Interest Expense - In general when financing an asset, the buyer pays more interest in early years, a rule of thumb says that the taxpayer can write off approximately 32% of the total interest payable in the first twelve months.

3. Other -Here we have included sales tx @ 7.9%. You might accumulate any other incidental tax deductible expenditures here, such as an estimate of the consumable supplies costs.

4. Service - Cost of service contract.

5. Tax Rate - This is your individual tax rate based on estimated earnings (for a corporation the rate is 47%). Apply this rate against the tax deductible expenses to get the dollar saving which results.

6. ITC - Investment tax credit. This is a net reduction of your tax liability, it is just like a check for cash currently this rate is 9% or 10%.

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Index page sample

		PG	LN
as follows:	EXAMINATION BY MR. VIAL:	4	11
Is there any cross-	EXAMINATION ?	9	20
// // //	EXAMINATION BY MR. TURNER:	10	1

ROSS Defendant	UIB	:	Attorney at		2	10
correct. Q And	UIB	is in California? A			5	17
he was the manage of	UIB	.	He had		6	13
with AFFI and	UIB	, did UIB handle claims			7	23
AFFI and UIB, did	UIB	handle claims directly or			7	23
can answer as far as	UIB	's concerned.			8	12
only experience with	UIB	was the claims that that			8	18
on it. Q Was	UIB	informed about the July			9	5
were. Q Who at	UIB	? A I believe it was			9	8
Q By whom was	UIB	informed? A By me.			9	11
to you? A	UIB	. Q Okay. The fact			10	21

comment also apply to	UNITED INSPECTION BUREAU				3	10
firm represented	UNITED INSPECTION BUREAU	in			3	12
checks were issued by	UNITED INSPECTION BUREAU	but			5	12
Communicated with	UNITED INSPECTION BUREAU	,			6	9
and the people at	UNITED INSPECTION BUREAU				6	10
correct to state that	UNITED INSPECTION BUREAU	had			10	16

or the law firm of	WECKWORTH & MEYER	as respects			3	6
as as Mr. Cook or the	WECKWORTH & MEYER	firm			3	12
you mean by "us"? A	WECKWORTH & MEYER	. Q			9	1

KEYWORDS file was as follows:

@
examination
Weckworth & Meyer
UIB
United Inspection Bureau

EXAMINATION

By Mr. Neilson:

Q Miss Green, my name is Scott Neilson. I help the State Department of Transportation, and I'm with the Attorney General's Office, as you already know. I am the fellow that was here the other day with an appraiser for the State, and at that time you let us look through the house. Do you recall that visit?

A Yes.

Q I'm going to ask you some questions. Have you ever had your deposition taken before.

A No.

Q Basically a deposition is just to enable one party to a lawsuit to find out what information another person has. You are under oath and you should consider this discussion we're having as just the same as if we were in a court of law. Do you understand that?

A Yes, I do.

Q Could you please state your full name?

A Ida Mae Green.

Q What is your date of birth, please?

A December 3, 1913.

Q Do you have a present occupation?

A No, I retired just awhile back.

Q What level of education do you have Miss Green?

A I have high school and quite an intensive musical education.

Q When did you retire? I'm sorry if you told me, I don't recall?

A I think it was in 1978.

Q Have you ever been married?

A No.

Q What relatives do you have now? Your father of course lives with you does he not?

A Yes, I have a brother in Detroit, a sister in California and a sister in Colorado Springs.

Q Is your mother living?

A My mother passed away.

Q Can you please tell me who has an interest in this property. Who owns this property that we're causing about in this condemnation?

A Myself.

Q You're the sole owner of the property?

A Absolutely.

Q I'm going to be asking you some questions about your property and what lawyers call the "before" situation. Has that been explained to you about what "before" and "after" mean?

A No.

Q For the purpose of our decision right now I would

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like you to think about your property before the highway project that you know. In other words, I mean before the State got involved with this acquisition?

A Yes.

Q Do you know approximately how large in square feet this house is?

A I don't know in square feet. It's 36 by 46.

Q Could you tell me what your water supply is. Are you on a water line?

A Water District 75.

Q Where does that line come in?

A What do you mean.

Q Do you know where you are attached to their main line?

A The main line borders our property on 28th Avenue. We paid a lot of money for that -- a 12-inch main. Then we got ours on a line from the front on 272nd.

Q When did that 12-inch main go in there?

A I couldn't tell you what year.

Q Was it the last few years?

A Yes, we were instrumental because we had so much property here in putting it over when a lot of people didn't want to go to the expense.

Q When you say it cost you a lot of money, how actually

was that put in? Did the land owners?

A They charged everybody so much by the footage of whoever bordered it, and we paid a little bit more than we should have. But they said it was for the good of the community.

Q Do you recall what your taxes were the last time you were assessed?

A No, I don't keep those figures in my head.

Q Do you recall the last time your house was personally inspected for taxes; the last time someone actually came out here and looked at it?

A I really don't know because I'd be at work. There was a woman that came here. I think it was about two years ago, and she called me and asked me something. Anyway I made an appointment with her. Daddy cancelled a doctor's appointment but she never showed up. I invited her to come back and look around but she never came back.

Q How wide is your property as it fronts on 272nd?

A This one lot is 165 feet.

MR. GREEN: Mae, you're mistaken.

THE WITNESS: I am?

MR. GREEN: That's when they purchased the land for the interchange, '73 and '74.

THE WITNESS: Oh.

MR. GREEN: They bought two and seven eighths acres. I think that's what he's asking you about.

THE WITNESS: Oh.

MR. GREEN: I don't know but that's what they did.

Q (By Mr. Neilson) Does that sound correct to you Miss Green that the state previously purchased almost three acres of land for a public project?

A Yes, an interchange.

Q Do you recall what the state paid you for that?

A At that time I think it was $14,000. I think I have it in this paper work here.

Q That was resolved by a negotiated settlement; is that correct?

A No, that's just what they said they'd give us.

TO: Court Reporting Instructors, Directors

FROM: Marion Honsberger
Director, Court Reporting
Edmonds Community College

DATE: November 1, 1984

SUBJECT: Your Requests Regarding Presentation, Boston, October 13, 1984

Thank you for your interest in our adult education approach to the teaching of court reporting. To fill in a few blanks, I'll touch on areas that elicited the most inquiries at our Boston encounter October 13-14:

1. Staffing

   a. Those hired to teach, teach and are paid college-level salaries commensurate with training and experience. Instructors prepare lessons for each day with emphasis on in-class student response.

      A typical 50-minute lecture/discussion session for a second-year student might include the following:

      1) Discussion of transcript of a deposition from previous day's dictation. Generally, five depositions are completed during an academic quarter in response to instructors' dictating in daily increments. Formatting outlines for the deposition and attendant transmittal/certification/billing documents are provided for each. Discussion focuses on analysis of speaker intent, formatting, punctuation, spelling, computer compatible outlines.

      2) Presentation by one of the students of a chapter from assigned text, e.g., Knapp, Legal Terminology, followed by discussion.

      3) Reading of medical notes from previous day's dictation.

      4) Non-timed dictation (with back-up tape recording) of:

         a) Dense medical material, e.g., Gross, Mastering Medical Terminology, a required text;

         b) Three to four pages of current deposition;

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c) Technical material, also for transcribing, due the following day.

b. Part-time instructors are responsible for their assigned lecture classes and are paid at college level scale.

c. Reader/dictators are mostly court reporting students—with a teaching assistant in charge of scheduling, training, supervising of sessions, including involvement in reading session lesson plans and procedures. Each speed level has available 3-5 hours of live dictation per day. Testing is done in these sessions; students correct their own work; instructors double-check and keep files.

2. Structure for night is essentially the same as for day, with less time available.

3. Besides theory texts with accompanying tapes, the following are currently required or recommended:

Am. Geol. Institute, Dictionary of Geological Terms, Anchor, 1976
Freer, Computer Shorthand Skill Building and Transcription, Wiley Publishing, 1984
Freer, Computer Shorthand Speed Building and Transcription, Wiley Publishing, 1984
Honsberger, Court Reporting Survival Manual (for Washington State), duplicated material
Honsberger, ed., Mesothelioma Outline, duplicated material
Lee, Reporting and Preparing the Deposition, duplicated material
McCandless, Computer Shorthand Medical Dictation and Transcription, Wiley Publishing, 1984
Oprea, New Dimensions Court Reporting Dictionary, duplicated material

4. Tapes of lessons, dictation sessions and commercial tapes for speed building are available, and are duplicated for student use upon request. In addition, videotapes of mock trials and depositions are available.

5. Mock depositions with students as reporters are videotaped, then transcribed; these videotapes are kept on file and used by other students for practice.

6. To earn degrees and certificates, students are required to take courses through other divisions of the College, including the legal, medical, humanities and physical education divisions. (I include a planning sheet that lists these.) In addition, students are encouraged to take electives that will contribute to a broad academic base.

I hope this is helpful. If you have any further questions, please feel free to write or call. We feel our design works because it is adult, because the student is an active participant/manager in his/her outcomes. In this non-competitive environment, students' energies are directed with special focus at specific goals for which they assume the responsibility.

Thank you for our chance to share. Do keep in touch.

dr